

Teachers' and Administrative Staff Perceptions of Educational Leadership Styles in Lagos State, Nigeria

Rev. Sr Dr. OLAGUNJU Christiana Oluwafunmike, Dr. AKOGWU Praise R, Dr. SENKOYA Michael Abolarinwa (Churn)

Holy Child College

DOI: <https://dx.doi.org/10.51584/IJRIAS.2025.101000093>

Received: 12 October 2025; Accepted: 18 October 2025; Published: 10 November 2025

ABSTRACT

Background: The education system in Nigeria is being faced with a high staff turnover rate as well as a serious phenomenon known as brain drain within the teaching profession. This challenge has been linked with inadequate attitudes, behaviors, and relationships between leaders and staff members such as misuse of power, authoritarian behavior, and a lack of sympathy among those in control of educational institutions. The purpose of this study is to highlight leadership strategies in the educational system from the perspectives of secondary school teachers and post-secondary school staff in selected secondary and tertiary education settings in Lagos State.

Methods: The study employed a cross-sectional study design. The study was carried in Lagos State, Nigeria among secondary school teachers as well as all department staff from the three colleges of education in Lagos State. Respondents were selected using multistage sampling technique. Data was collected using a pre-tested self-administered Secondary School Teachers and Post-Secondary School Staff Questionnaire (SSTPSSQ). The questionnaire was self-administered after it has been pre-tested. Data obtained was analyzed using IBM Statistical Package for the Social Sciences (SPSS). Descriptive statistics was done for all variables.

Results: The teachers and staff members have negative perceptions regarding leadership styles in secondary and post-secondary institutions. Educational leaders have good behavior towards employee job security. Leaderships in secondary schools and post-secondary institutions in Lagos State lack components like students and staff welfare, culture of ongoing professional growth, adequate stakeholders' engagement, and effective employee appraisals.

Conclusion: The concluded that the teachers and staff members have negative perceptions regarding leadership styles in secondary and post-secondary institutions.

Keywords: Leadership, teachers, staff, employee security

Background

Education serves as a fundamental element in the life of a country, acting as the cornerstone for moral rejuvenation and the rebirth of its populace, as well as being essential for the vitality of its businesses [1]. Educational leadership is increasingly vital in the rapidly evolving landscape and is recognized as an essential factor for the development of every nation. The growth of a country correlates directly with its educational performance. This elucidates the reasons behind the contemporary focus on education and its leadership as a pivotal mechanism for propelling nations into the realms of science and technology, accompanied by the potential for human advancement in living standards and environmental development [2].

The education system in Nigeria is being faced with a high staff turnover rate as well as a serious phenomenon known as brain drain within the teaching profession (Okesina, 2019). This challenge has been linked with inadequate attitudes, behaviors, and relationships between leaders and staff members such as misuse of power, authoritarian behavior, and a lack of sympathy among those in control of educational institutions (Onyiyechi and

Stephen, 2023). The purpose of this study is to highlight leadership strategies in the educational system from the perspectives of secondary school teachers and post-secondary school staff in selected secondary and tertiary education settings in Lagos State. Examining the points of view of secondary school teachers and post-secondary school staff offers a strong basis for understanding and improving leadership practices in education.

Methods

The study employed a cross-sectional study design. The study was carried in Lagos State, Nigeria. The study population includes secondary school teachers as well as all department staff from the three colleges of education in Lagos State. Multi-stage sampling technique was used to select respondents. At the first stage, simple random sampling method was employed to choose ten secondary schools from each of the three designated educational districts (I, III, and IV), resulting in a total of 30 secondary schools. Also, three colleges of education were randomly selected which include; Federal College of Education (Technical), Akoka; St. Augustine College of Education, Akoka; and Corona College of Education, Lagos. At the second stage, five teachers were selected from each secondary school making 150 teachers. In each college, ten departments were selected randomly from each college. At the third stage, five administrative staff were selected from each department using random sampling technique, making 150 administrative staff.

Data was collected using a pre-tested self-administered Secondary School Teachers and Post-Secondary School Staff Questionnaire (SSTPSSQ). The test-retest approach was employed during a pilot study, with a six-week gap, to assess the reliability of the research instrument. The correlation coefficient of the two sets of scores for each instrument was evaluated using the Pearson product-moment correlation. Data obtained was analyzed using IBM Statistical Package for the Social Sciences (SPSS). Descriptive statistics was done for all variables and one sample T-test was used to assess impact.

Results

Sociodemographic characteristics of respondents

The majority of the respondents (62.3%) were female and the remaining 37.7% of them were male, the majority (55.3%) of the participants were in the age group 41-50 years. Thirty-five (11.7%) of the teachers and staff members had NCE (Nigerian Certificate in Education), 26.0% of them had B.Sc., the majority (52.3%) of them had M.Ed./M.Sc., and the remaining 10.0% of them had PhD. (Table 1)

Perceptions of respondents about the leadership style in their institutions

Most of the mean scores of the items 1-7 above are less than 3.0 ($\bar{x} < 3.0$), implying the teachers' and staff members' disagreement with five of the seven items on leadership styles. Since the pooled mean (2.85) is less than the scale mean (3.0); we can conclude that the teachers and staff members have negative perceptions regarding leadership styles in secondary and post-secondary institutions. (Table 2)

Perception of respondents regarding the behavior of educational leaders towards employee job security

All of the mean scores of the items 8-14 above are greater than 3.0 ($\bar{x} > 3.0$), meaning most of the teachers and staff members agreed with all the seven items on leaders' behavior towards employee job security. Since the pooled mean (3.69) is greater than the scale mean (3.0); we conclude that educational leaders have good behavior towards employee job security. (Table 3)

Table 1: Sociodemographic characteristics of respondents

Variable	N	%
Gender		
Male	113	37.7
Female	187	62.3

Total	300	100.0
Age (year)		
21-30	34	11.3
31-40	57	19.0
41-50	166	55.3
51-60	43	14.3
Total	300	100.0
Education		
NCE	35	11.7
B.Sc.	78	26.0
M.Ed./M.Sc.	157	52.3
PhD	30	10.0
Total	300	100.0
Experience		
<5 years	41	13.7
5-10 years	157	52.3
11-15 years	102	34.0
Total	300	100.0
Position		
Secondary School Teacher	150	50.0
Post-secondary Institution Staff	150	50.0
Total	300	100.0

Source: Field Survey 2024

Table 2: Perception of respondents about the leadership style in their institutions

S/N	ITEM	Mean	Std. Dev.
1	The leadership approach of my principal/department head fosters inclusivity in decision-making.	2.91	.659
2	Leaders in my organization exhibit a transformational leadership style that motivates staff members.	3.53	.893
3	The leadership framework of my organization facilitates collaboration between personnel and administration.	2.87	.589
4	The principal or departmental head delineates clear objectives and expectations for the workforce.	2.89	.584
5	The leadership strategy in my organization cultivates a constructive work atmosphere.	2.15	.494
6	Leaders in my organization promote innovative pedagogical approaches.	3.37	.483

7	The leadership style of my organization is flexible in response to developments in the educational sector.	2.22	.417
Pooled mean		2.85	.590

Source: Field Survey 2024

Table 3: Perception of respondents regarding the behavior of educational leaders towards employee job security

S/N	ITEM	Mean	Std. Dev.
1	The leadership at my organization offers employment security and possibilities for professional advancement.	3.09	.545
2	My principal or departmental head guarantees equitable and transparent recruitment and promotion procedures.	3.82	.871
3	I feel assured in my employment because of the leadership policies of my organization.	4.16	.588
4	Leaders in my organization promote the wellbeing and benefits of employees.	3.13	.336
5	The organization's leadership successfully resolves concerns over employment security.	3.90	.823
6	A definitive policy structure exists to protect staff from arbitrary terminations.	4.29	.454
7	Leaders offer sufficient assistance for job advancement and professional training.	3.46	.499
Pooled mean		3.69	.590

Source: Field Survey 2024

Components of leadership style in respondents' institutions

Result shows that most of the mean scores of the items 15-20 above are less than 3.0 ($\bar{x} < 3.0$), indicating disagreement of most of the teachers and staff members with four of the six items on the prevalence of good leadership in secondary schools and post-secondary institutions. Since the pooled mean (2.78) is less than the scale mean (3.0); we conclude that leaderships in secondary schools and post-secondary institutions in Lagos State lack components like students and staff welfare, culture of ongoing professional growth, adequate stakeholders' engagement, and effective employee appraisals. (Table 4)

Table 4: Prevalence of good leadership style

S/N	ITEM	Mean	S.D
1	There is always clear communication between administrators and educators in my organization.	3.29	.597
2	Leaders in my education emphasize student learning outcomes in conjunction with staff wellbeing.	2.89	.590
3	My principal/HOD cultivates a culture of ongoing professional growth.	2.28	.704
4	My principal/HOD engages all stakeholders in the decision-making process.	2.38	.621
5	My principal/HOD exemplifies ethical and accountable leadership.	3.44	.498

6	My principal/HOD acknowledges and praises worker efforts.	2.38	.616
	Pooled mean	2.78	.600

Source: Field Survey 2024, S.D= Standard deviation

DISCUSSION

This study found that there is no effective leadership style in secondary schools and post-secondary institutions in Lagos State. This finding is in agreement with previous studies. This is in disagreement with the assertion of Bakare and Oredein [5] that the democratic leadership style was the predominant technique employed by school principals in public secondary schools in Nigeria. Studies suggest that the leadership styles of male principals are more effective than those of female principals. It has been suggested that, during the COVID-19 Era, principals of public secondary schools in Nigeria should implement a transformational strategy. The study by Awodiji et al. [6] revealed that transformational leadership is the primary leadership style employed by public secondary school principals in Nigeria. Bakare and Oredein [5] noted that, according to teachers, the laissez-faire leadership style is predominantly employed by senior secondary school principals in Ibadan Metropolis. In contrast, the principals' viewpoints indicate that the digital leadership style is extensively employed by these principals in Nigeria. The application of transformational leadership principles in public senior secondary schools in Nigeria is supported by substantial theoretical evidence, which may enhance the educational system's prospects and address current difficulties [7, 8].

This study found that educational leaders have good behavior towards employee job security in secondary schools and post-secondary institutions in Lagos State. This finding is in agreement with previous studies. Job security, as defined by Anitha [9], relates to employees' perceptions and the degree to which they feel certain and confident over their continued association with the firm. Employees with a favorable work experience can focus on their responsibilities and enhance interpersonal skills; thus, this factor was deemed essential in influencing employee engagement outcomes [9].

This study found that there are no significant components in the leaderships of secondary schools and post-secondary institutions in Lagos State. This is in contrast to the argument of Bryman [10], that leadership exhibits similarities across corporate and public sectors, as well as within the educational sphere. The organization is dedicated to providing clear guidance and delineating actionable steps, while anticipating necessary direction and leadership. It aims to create a suitable framework for support, promote an environment conducive to improvement, and engage in collaborative efforts with the team. Trust and integrity are prioritized, with an emphasis on reliability as a model for others. The organization encourages team involvement in decision-making processes and values consultation. Open communication is maintained, with a focus on articulating developmental goals. Additionally, it represents the team in networking efforts, honors diverse perspectives and cultures, and ultimately ensures the preservation of staff autonomy. Effective leadership is closely associated with proficient communication (Agnew, 2019; Budur, 2018), as a leader with strong communication skills can greatly impact their team. In academic institutions, a communicative leader plays a crucial role in significantly improving students' learning capacity [13; Rashid et al., 2020]. An effective academic leader improves the quality of education, curriculum, and the instructional skills of educators [13, Zaim et al., 2020). Morales [16] contends that a transformational leadership style lets a leader greatly help to create an environment that supports inspiration, excitement, and passion, so helping followers to reach their objectives. It is believed that while remaining untouched by the found transformational leadership feature, followers will improve their performance inside the company. Transformational leaders instill in their followers' great respect, admiration, and deep belief in their attributes. Transformational leaders use their organizational vision to inspire and develop dynamics inside their group, therefore acting with idealized influence. Transformational leaders know the subtleties of good communication with their people. By means of their demonstration of passion and will, they could motivate people to reach their objectives.

CONCLUSION

The concluded that the teachers and staff members have negative perceptions regarding leadership styles in

secondary and post-secondary institutions. However, the educational leaders have good behavior towards employee job security. The study also found that leaderships in secondary schools and post-secondary institutions in Lagos State lack components like students and staff welfare, culture of ongoing professional growth, adequate stakeholders' engagement, and effective employee appraisals.

Educational institutions should prioritize research-based professional development programs and initiatives to enhance career advancement opportunities for both administrative and teaching staff. Structured approaches such as training seminars, scholarships, and mentorship programs should be implemented to address issues of career stagnation and low motivation. Ultimately, this will contribute to greater institutional efficiency.

REFERENCES

1. Iyaye, P., & Agu, C. A. (2023). Transformational educational leadership style: a panacea for national development. *International Journal of Institutional Leadership, Policy and Management*, 5(3), 320-326.
2. Stone, R. J., Cox, A., & Gavin, M. (2020). *Human resource management*. John Wiley & Sons.
3. Bakare, E.B. & Oredein, A.O. (2022). Comparative Study of Leadership Styles in Public and Private Secondary Schools in the COVID-19 Era in Ido Local Government Area, Nigeria. *South Florida Journal of Development*, 3(4), 4310- 4322.
4. Awodiji, O.A., Etejere, P.A. & Alao, B.O. (2019). Principals' Leadership Approaches as Predictors of Students' Learning Outcomes in Oyo Metropolis Public Secondary Schools, Oyo State. *Al-Hikmah Journal of Educational Management and Counselling*, 1(1), 38-46.
5. Afe, B.O. (2022). A Qualitative Study of Principal Leadership Behaviours that Motivate Teachers in Private Secondary Schools in Oyo State, Nigeria (Doctoral Dissertation, Aspen University).
6. Ofoegbu, F.I., Clark, A.O. & Osagie, R.O. (2013). Leadership Theories and Practice: Charting a Path for Improved Nigerian Schools. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 41(2), 67-76.
7. Anitha, J. (2014). Determinants of employee engagement and their impact on employee performance. *International journal of productivity and performance management*.
8. Bryman, A., & Bull, L. (2017). Ethical leadership in the business sector: A review. *Journal of Business Ethics*, 142(3), 449-463.
9. Leithwood, K., Jantzi, D. & Steinbach, R. (2021). Leadership and Other Conditions Which Foster Organizational Learning in Schools. In *Organizational Learning in Schools*, Taylor & Francis, (pp. 67-90).
10. Morales, J.C. (2022). Transformational leadership and teacher work motivation in private educational institutions. *International Journal of Research Publications*, 105(1), 578-614